



# Heathfield Primary School

## EQUALITY POLICY

***Our Mission Statement:  
Learning together, Learning for Life***

|                                   |                       |
|-----------------------------------|-----------------------|
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| <b>Headteacher</b>                | Mark Thornley         |
| <b>Policy written by</b>          | Mark Thornley         |
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| <b>Committee Responsible</b>      | Finance and resources |

## INTRODUCTION

At Heathfield, our curriculum lays out the way we teach our children to achieve our mission statement;

***Learning together, learning for life.***

The curriculum consists of all the planned activities and routines that we organise in order to promote learning, confidence and self-esteem. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. The children at Heathfield are provided with a an inter connected curriculum that promotes meaningful connections between concepts and knowledge (**Heathfield Head**), develops genuine and robust character traits to prepare children for life in the modern world (**Heathfield Heart**) and opportunities for children to use and apply their Head and Heart to answer learning questions (**Heathfield Hands**) resulting in knowledgeable, physically and mentally healthy children that achieve their potential and have a solid foundation to become life-long learners.



## GUIDING PRINCIPLES

Heathfield Primary School is committed to a policy of inclusion and aims to be a school where everyone:

- Is respected and respects others
- Takes part in the life of the School
- Achieves to their potential
- Develops skills essential to life
- Exercises choice

We share the belief that no-one should receive less favourable treatment on the grounds of race, gender, disability, sexuality, age, income, religion, colour, ethnicity, marital status or nationality.

At Heathfield, we recognise that it may include:

- People from minority ethnic backgrounds, travellers, asylum seekers and refugees
- People from different faith backgrounds
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs
- Children in public care
- Other children, such as sick children, young carers and children from families under stress
- Pupils who are at risk of disaffection and exclusion
- People with disabilities

## THE LEGAL FRAMEWORK AND OTHER SUPPORTING POLICIES

The following legislation informs our School's Equal Opportunities Policy:

- **Equality Act 2010** replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The Equality Act 2010 ('the act') sets out the law around equality matters in Great Britain. The act provides protection against discrimination for the following range of diversity groups and protected characteristics;

- Age
- Disability
- Sex or gender
- Gender reassignment
- Sexual orientation
- Religion or belief
- Pregnancy and maternity
- Marriage and civil partnership
- Race (including ethnic or national origins; colour; nationality)

In addition to the protected characteristics set out by the act, the school believes it is also important to consider caring status and socio-economic conditions as part of its work around equality.

Under the terms of the act, the school has a general duty to show that it has due regard to:

- Eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations between people who share a protected characteristic and people who do not share it

Heathfield welcomes the provisions of the Equality Act 2010, and the emphasis which this places on local authorities as drivers of equality in their local areas.

As an employer, we strive to create a culture where diversity is respected and celebrated.

We aim to:

- Ensure that all of our policies and processes are fair and help to advance opportunity between staff from all groups.
- Reaffirm that effective leadership and operational delivery on equality matters is a core competency for the leadership team; and ensure that they are aware of and have the training and information they need to fulfil their obligations under equality legislation.
- Ensure that all staff have the appropriate training to support and respect the differing needs of our diverse communities. This is particularly important for those staff members who are working with vulnerable children, and those at risk of social exclusion.

- Have a workforce which is broadly representative of the local population in the long-term.
- Seek to ensure that our workforce is representative across all levels, including the highest tiers.
- Create an environment in which employees from across the range of protected characteristics feel satisfied with and supported in their work.

The school's equality duties include eliminating discrimination through the application of a robust policy framework that underpins our roles as employer and service provider.

## **EMPLOYMENT**

As an employer, Heathfield is committed to the employment policies and practices of Bolton council for every member of staff, including part-time, supply and auxiliary staff. This also includes opportunities for professional development. We will ensure that all staff (including Governors) involved in recruitment are committed to equal opportunities practices and that our procedures are fair, honest and open. We will monitor staff recruitment and career development by ethnicity, gender and disability.

## **RACE EQUALITY**

In line with the requirements of the Race Relations (Amendment) Act 2000, the School fully understands the need to promote racial harmony and to plan opportunities for combating racism in our policies, procedures and curriculum. We believe that our School must be a safe place for everyone and we are committed to the principles of:

- tackling racial discrimination
- promoting equality of opportunity and good race relations

## **TACKLING RACIAL DISCRIMINATION**

We will tackle racial discrimination by monitoring the outcomes of opportunities at our school and by dealing with and reporting racist incidents.

We accept the definition of a racist incident:

A racist incident is any incident that is perceived to be racist by the victim or any other person.

Allegations of harassment and discrimination based on ethnicity will be investigated as far as possible, using the School's usual disciplinary procedures and racism will be directly challenged. Action will be taken to prevent the likelihood of recurrence. Our procedure for dealing with racist incidents will be made known to everyone at or connected with our school. Racist incidents are rare at Heathfield but such incidents are always reported to the LA through their data collection systems. School monitors incidents and takes appropriate action, with a summary of incidents being reported termly to Governors. In the event of a member of staff being implicated, the usual disciplinary procedures will apply.

## **PROMOTING EQUALITY OF OPPORTUNITY AND RACE RELATIONS**

These aspects of our race equality work will largely be done through monitoring and planning within the curriculum to reflect diversity and engage with teaching about discrimination and race equality.

## **GENDER**

We believe that girls and boys should have equal access to all aspects of School life, including the curriculum, subject choices and extra-curricular activities. It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the school will pursue strategies to ensure that both girls and boys achieve to their full potential.

We will promote approaches which provide equality of opportunity, including:

- Taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, Science, Design and Technology, PSHE (celebrating differences), Computing, Art and Design, Music and PE;
- Avoiding gender stereotyping when organising pupils into groups.

## **SEXUAL ORIENTATION AND GENDER IDENTITY**

This school is fully committed to combating discrimination faced by lesbians, gay men, bisexual and transgendered (LGBT) people. We want to ensure equality of opportunity for all LGBT people. We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on advancing equality for pupils and staff based on their sexual orientation. We will take all necessary measures to prevent and tackle discrimination and assist our pupils to live free from harassment and to feel safe as they enjoy and achieve throughout their time at our school. We respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping and aim to improve knowledge about LGBT communities, both internally and within the community as a whole.

## **DISABILITY**

Heathfield is fully committed to the duties placed on schools in the Special Educational Needs and Disability Discrimination Act and accepts its definition of a disabled person as someone who has "a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities."

We will consider the needs of all people in school including:

- Pupils who may be disabled but not have an EHCP need not be on any stage of special needs assessment;
- Teachers and other School staff;
- Governors;
- All visitors to School.

The school will ensure that reasonable adjustments are made to working conditions for disabled pupils and staff and to the curriculum for disabled pupils. In addition the school

will ensure that discrimination does not occur and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled. In particular, our policies relating to the education and related services we provide and our admissions policy will ensure there is no substantial disadvantage.

Teachers will take specific action to enable the effective participation in the curriculum of pupils with disabilities by:

- Planning appropriate amounts of time to allow for satisfactory completion of tasks;
- Planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum;
- Identifying aspects of their programmes of study and learning objectives that may present specific difficulties for individuals.

## **ROLES AND RESPONSIBILITIES**

The Headteacher will be responsible for:

- Developing and monitoring any action plans arising out of the implementation of this policy
- Being the designated person for coordinating the School response to and reporting onwards to the LA of racist incidents report forms
- Ensuring that training in equal opportunities work is available to all members of staff
- Monitoring and evaluating the effectiveness of the Policy
- Planning into the curriculum and life of the school for promoting racial harmony and preparing pupils for living in a diverse and increasingly interdependent society.

## **EQUALITY OBJECTIVES**

1. Promoting the principles and practices of equality and justice throughout the School
  - Guide the implementation of the Equalities Policy.
  - Ensure that all children receive their entitlement to a broad, balanced and relevant curriculum, which is differentiated to meet identified individual needs through flexible and varied provision.
  - Promote racial harmony, prepare pupils for living in a diverse and increasingly interdependent society and specifically to prevent and address racism, sexism and other forms of discrimination.
  - Comply with Equal Opportunities legislation and meet Ofsted criteria for inclusion
2. Identifying and removing practices that may result in direct or indirect discrimination
  - Develop the support and training available for all staff, including governors, to develop their practice in Equal Opportunities work.

- Monitor and evaluate by gender, ethnicity and disability;
  - access to educational opportunities and services
  - attainment
  - curriculum, teaching and learning
  - exclusions
  - membership of the governing body
  - parental involvement
  - staff recruitment and career development
- Monitor and evaluate annual data on the number and type of racist incidents in school.
- Ensure that families for whom English is an additional language have materials about school and the curriculum translated into their languages.
- Ensure that the Admissions Policy is objective, clearly set out and does not disadvantage certain groups.

## **MONITORING AND EVALUATING THE EFFECTIVENESS OF THE POLICY**

- A variety of information, including quantitative and qualitative data, will be used. Headteacher report will include:
  - Data on pupil attainment, by gender, ethnicity and disability
  - Access to the curriculum and subject areas
  - Exclusions from school
  - Exclusions from areas of the curriculum, including school trips and extracurricular activities
  - Staff recruitment and career development
  - Analysis of racist incident report forms
  - Ofsted reports
  - Consultation with parents, pupils, Governors and the LA